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ABSTRACT

A study was conducted at Dundalk Community College (DCC) to identify and prioritize basic campus goals. The Community College Goals Inventory (CCGI), which focuses on 20 goal areas and the extent to which they are and ought to be carried out, was supplemented with items related to 20 local goal areas. The survey was distributed to all 28 college administrators, all 51 full-time faculty, 35 part-time faculty, 200 full- and part-time students, 50 community members, and 50 representatives of business and industry. Based on responses from 25 administrators, 50 faculty, 103 students, 32 community members, and 29 business/industry representatives, study findings revealed: (1) the five CCGI goal areas identified as most important to DCC in the coming years related to vocational/technical education; general education; developmental/remedial programs; college community (e.g., faculty and staff commitment and open communication); and intellectual orientation (e.g., openness to new ideas and intellectual work); and (2) the five local goals perceived to be most important were concerned with providing well-prepared workers to area employers; creating an environment to attract, retain, and motivate faculty and staff; working with area high schools; obtaining resources to support programs and activities; and evaluating faculty and staff regularly. Appendices include descriptions of CCGI outcome and process goals as well as local institutional goals. (HB)

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DUNDALK COMMUNITY COLLEGE GOALS SURVEY REPORT

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MARCH, 1984

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JC 840 198

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PREFACE

This report presents the results of the Community College Goals Inventory (CCGI) administered to the constituents of Dundalk Community College in June 1983. The constituents included five sub-groups selected from College administrators, faculty, students, community, and business/industry. In addition to the general community college goals, local goals specific to Dundalk Community College were included in this survey. Comparisons, implications, and recommendations are included in this report.

This project was undertaken in partial fulfullment of a doctoral program of Wendy L. Harrison. While only major findings are reported here, a detailed report is available in the College Library.

It is hoped that the findings reported here will assist the College administrators, faculty, and other interested groups in formulating the long range goals and implementing the annual strategic planning goals.

March, 1984

Wendy L. Harrison, Ed.D.
K. Rajasekhara, Ph.D.

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Sincere appreciation is extended to the College Administrators, faculty, students, community, and business/industry representatives who participated in the CCGI survey. Deep appreciation is extended to Dr. Philip R. Day, Jr., President, for providing guidance and encouragement in carrying out this project. Special thanks are due to Janice Evans of the President's Office and Shirley Pietruski and Margaret Tirschman of the Office of Institutional Research and Grants who assisted during the entire project.

EXECUTIVE SUMMARY

In an effort to identify basic campus goals and determine priorities among diverse goals, Dundalk Community College conducted a survey of its constituents during the Summer 1983. The constituents included all College administrators, and full-time faculty,randomly selected part-time faculty, students, community members and business/industry leaders. The Community College Goals Inventory (CCGI) developed by the Education Testing Service (ETS) was used in this survey. In addition, locally developed goal statements were included so that priorities could be established.

Major findings of the survey are listed below.

General

- 58 percent (239) of the constituents responded to the survey.
- The response rates among the sub-groups were: Administrators, 89 percent; Faculty, 58 percent; Students, 52 percent; Community members, 64 percent; and Business/Industry Leaders, 58 percent.

CCGI Goals

- The top five goals that have been identified by the constituents as most important to Dundalk Community College in the coming years were Vocational/ Technical, General Education, Developmental/Remedial, College Community (faculty and staff commitment and open communication), and Intellectual Orientation (openness to new ideas and intellectual work).
- The next five goals were Counseling/Advising, Personal Development,Effective Management, Lifelong Learning, and Accountability.
- The third set (5) of goals that were considered important by the survey participants were Faculty/Staff Development, Intellectual Environment (encouraging students in intellectual and cultural activities), Community Services, Accessibility, and Student Services.
- The last five goals in the priority list, according to the survey were Humanism/Altruism (respect for diverse cultures and concern about the welfare of the community), Innovation (curricular and instructional), Freedom, Social Criticism (critical evaluation of current values and practices and working for needed changes in our society), and Cultural/Aesthetic Values (appreciation and study of art and humanities).

Local Goals

- The five top goals that the constituents perceived to be the most important ones locally for Dundalk Community College were: (1) Providing Well-Prepared Workers to Area Employers, (2) Creating Environment to Attract, Retain and Motivate Faculty and Staff, (3) Working with Area High Schools, (4) Obtaining Resources to Support All Programs and Activities, and (5) Evaluating Faculty and Staff Performance on a Regular Basis.

- The next five goals that were considered important by the survey participants were: (1) Offering of High quality University-Parallel Courses and Transfer Programs, (2) Providing Training and Support Services to Area Industry Personnel, (3) Providing Broad Range of Contiuning Education Programs, (4) Obtaining Maximum Return for Resources through Planning, Management, and Evaluation Systems, and (5) Providing Broad Programs of Student Development and Educational Services.

- The third set (5) of local goals considered important by the constituents were: (1) Facilitating Students' Completion of Courses and Programs, (2) Providing Guidance and Counseling to Students in Remedying Educational Deficiencies, (3) Providing personal, career, and educational counseling for students, (4) Offering Educational Opportunities to Area Residents, and (5) Providing a Comprehensive Financial Aid Program for Students.

- The last five goals in the list were: (1) Developing Wide Public and Governmental Understanding of the College Goals and Programs, (2) Providing Educational Programs for Students with Special Needs, (3) Offering of Broad Spectrum of Advocational Courses to meet the Identified Needs. (The word "vocational" was inadvertently misspelled as "advocational" which had a different meaning. As a result this received low priority rating), (4) Making Available College Facilities to Support Educational, Occupational, and Community Interests, and (5) Expanding Cultural Enrichment Activities for Area Residents.

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DUNDALK COMMUNITY COLLEGE GOALS SURVEY REPORT

INTRODUCTION

Institutional goals serve as the framework and philosophical base from which future planning decisions are made. Higher educational institutions like any other organizations have to redefine their goals from time to time in order to meet the changing needs of the society. This is particularly true of community colleges. Because of the rapid increase in the community colleges' enrollment along with the public demands for accountability, they also need to continually redefine and update their goals. In an effort to be cost effective, these colleges have to make certain curricular choices available to their students. Since a wide array of programs may not be economically feasible, a type of consensus and priortizing will help community colleges reduce risks and aid in the planning process.

Dundalk Community College has been experiencing an unprecedented enrollment growth for the past two years. The need for redefinition of its goals is becoming apparent. A new understanding of these institutional goals based on general consensus will lead to the careful allocation of limited resources, achievement of internal harmony, and the restoration of public confidence. The purpose of this research project was to collect needed information and data from key groups so that short and long range goals could be developed at Dundalk Community College.

METHODOLOGY

Community College Goals Inventory (CCGI)

In an effort to identify basic campus goals and determine priorities among diverse goals, Community College Goals Inventory, developed by Educational Testing Service (ETS) was used in this project. The CCGI was selected because of its high reliability, validity, and wide use. In addition, it was relatively inexpensive to

administer and score. Furthermore, recommendations as well as conclusions could be easily stated from the results.

The CCGI consists of 20 goal areas, each with four goal statements. These goal areas are divided into two general categories. The first category has 10 goal areas. These 10 goal areas are considered as "outcome" goals which refer to the substantive goals colleges are seeking to achieve. Examples of this category are the determination of the qualities of graduating students, curriculum emphases, kinds of community services, etc. Goals in the second general category are "process" goals which relate to educational process and campus environment--which may lead to the achievement of the outcome goals. Additional goal statements are included in CCGI to further clarify the respondents' perceptions. A description of these goals is given in Appendix A.

Local Goal Statements

Twenty Local Optional Goals were included in CCGI. The purpose was to examine the perceptions of the groups on goal statements specific to Dundalk Community College. A description of the Local Optional Goals is given in Appendix B.

Population

Since the CCGI measures the respondents' perceptions of the institution, in both the real and ideal situation, it was important to select individuals who were familiar with the College's programs and goals. A random but select sampling of individuals was made.

The five sub-groups consisted of all college administrators, all full-time faculty and 35 part-time faculty who had at least three years of service at DCC, and the third group consisting of 200 students who were both part-time and full-time. The fourth sub-group included 50 community members randomly selected from the Community Advisory Council, the Greater Dundalk Community Council and the Dundalk

Community Theatre. The fifth sub-group surveyed consisted of 50 randomly selected business/industrial members from the Dundalk Chamber of Commerce, the program curriculum advisory boards and members from the President's business/industrial planning advisory committee.

Response Rate

The response rates of the five sub-groups along with the overall rate is given in Table 1. Of the total of 414 questionnaires mailed, 240 were returned. One questionnaire was not in a usable format. The percentages for most mail-out surveys is recognized at 35% (Webb, 1981). The overall response rate for this survey was 58%.

TABLE 1
NUMBERS SURVEYED AND RETURNED

GROUPS	NUMBER SELECTED	NUMBER RESPONDING	RESPONSE RATE (%)
Administrators	28	25	89
Faculty	86	50	58
Students	200	103	52
Community	50	32	64
Business/Industry	50	29	58
TOTAL	414	239	57

As can be seen from the table, the highest response rate (89%) was obtained from college administrators. Generally, the response rate of college administrators is higher than any other group (Peterson and UHL, 1977). Students traditionally show the lowest return rate in college surveys (Peterson, 1978). For this reason,

more students (200) were selected than in any other group.

Analysis and Interpretation

The completed questionnaires were sent to Educational Testing Service, Princeton, New Jersey, for analysis.

Means

The Means for goal areas are computed by averaging the Means of the four goal statements comprising that goal area. A five point "likert" scale was used in the determinat on of Mean rating. (No Importance or Not Applicable = 1; Low Importance = 2; Medium Importance = 3; High Importance = 4; Extremely High Importance = 4). The Means for the goal statement were computed by averaging the responses from the individuals for both "Is" and Should Be" statements. The ratings of present (Is) importance were considered as perceptions and the ratings of preferred (Should Be) importance were considered as opinions.

Discrepancies

The Discrepancy score is the difference between "Is" and Should Be" Means. High discrepancy signifies greater disagreement between the Mean score of "Is" and "Should Be". In other words,this represents the difference between the real and the ideal college situation.

RESULTS

CCGI Goals

Table 2 provides goal area summaries which are rank ordered by "Is" and "Should Be" Means for the total group. As can be seen in the table, Vocational/ Technical Preparation and General Education are ranked one and two respectively for both "Is" and "Should Be". This shows that the perceptions of the respondents closely match present reality with the way things should be. Lifelong

FIGURE 1

PROFILE FOR DUNDALK COMMUNITY COLLEGE

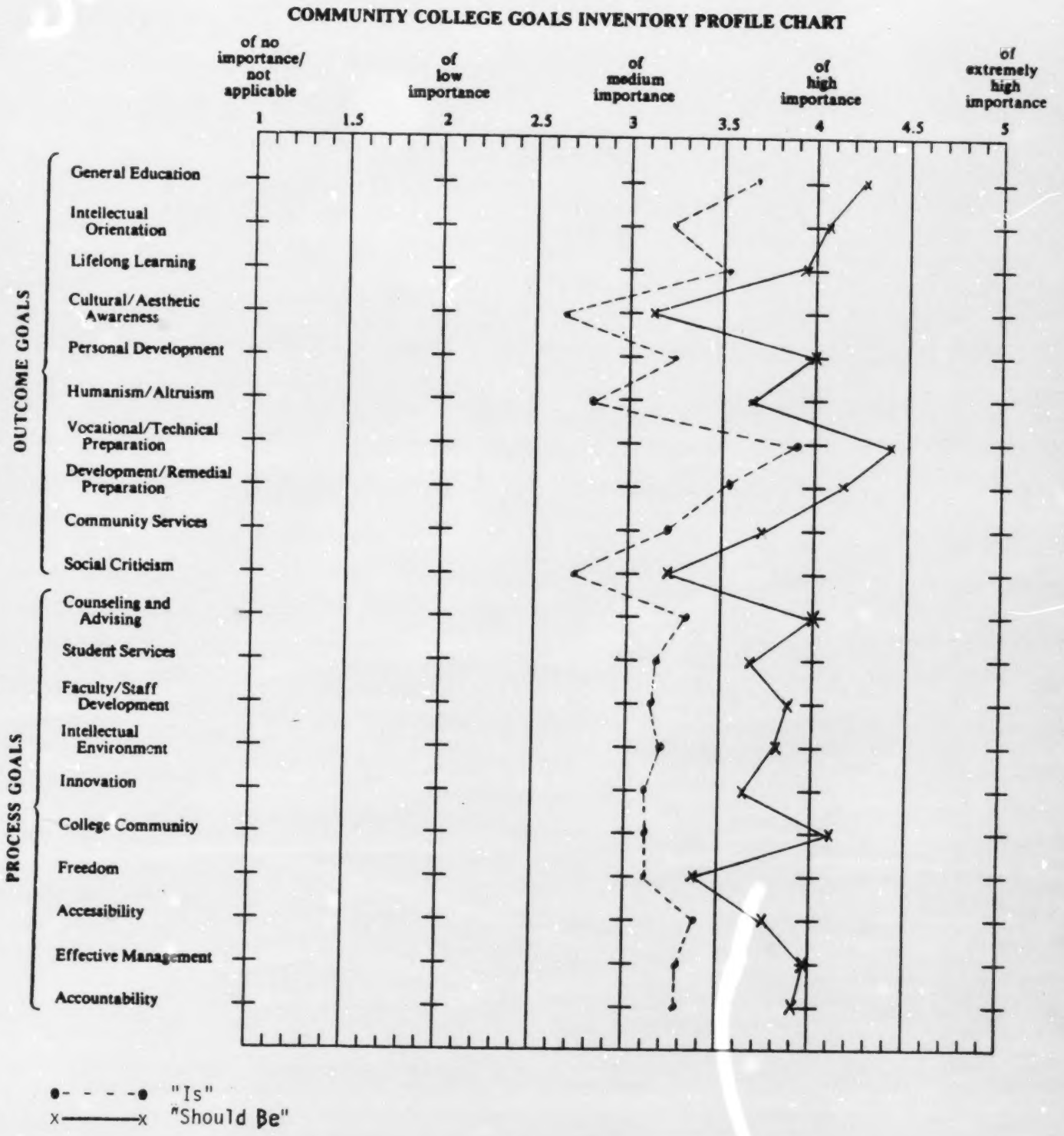

TABLE 2

CCGI GOAL PRIORITIES FOR "IS" AND "SHOULD BE" BASED ON MEAN SCORES

GOALS "IS"	MEANS	GOALS "SHOULD BE"	MEANS
1. Vocational/Technical	3.91	1. Vocational/Technical	4.44
2. General Education	3.70	2. General Education	4.28
3. Lifelong Learning	3.54	3. Developmental/Remedial	4.16
4. Developmental/Remedial	3.53	4. College Community	4.11
5. Accessibility	3.41	5. Intellectual Orientation	4.08
6. Counseling/Advising	3.36	6. Counseling/Advising	4.01
7. Effective Management	3.31	7. Personal Development	4.00
8. Accountability	3.30	8. Effective Management	3.98
9. Personal Development	3.28	9. Lifelong Learning	3.97
10. Community Services	3.28	10. Accountability	3.92
11 Intellectual Orientation	3.27	11. Faculty/Staff Development	3.85
12. Student Services	3.21	12. Intellectual Environment	3.81
13. College Community	3.07	13. Community Services	3.75
14. Faculty/Staff Development	3.17	14. Accessibility	3.74
15. Intellectual Environment	3.17	15. Student Services	3.66
16. Freedom	3.07	16. Humanism/Altruism	3.65
17. Innovation	3.06	17. Innovation	3.64
18. Humanism/Altruism	2.84	18. Freedom	3.40
19. Social Criticism	2.73	19. Social Criticism	3.25
20. Cultural/Aesthetic	2.68	20. Cultural/Aesthetic	3.14

Learning goal ranked third among the respondents as it relates to the present situation. However, the respondents feel that Developmental/Remedial Preparation ought to take priority over Lifelong Learning goal. These top three "Should Be" goal choices were also recognized by other community colleges in the nation (Cross, 1981). The respondents perceive Accessibility goal as priority #5 in the present situation. They, however, placed Intellectual Orientation fifth in the order of ranking under "Should Be" category. Career Counseling and Academic Advising remained sixth in the rankings for both "Is" and "Should Be". The critical evaluation of current values and practices (Social Criticism) and heightened appreciation of humanities and arts (Cultural/Aesthetic Awareness) were placed 19th and 20th repectively in the rankings under "Is" and "Should Be" categories.

The goal of Accessibility (policy of open admissions) was ranked 14th under "Should Be" category by the respondents. It is generally observed that since community colleges are already accessible, the goal does not need to be emphasized.

Figure 1 shows the CCGI Profile Chart with respect to Goal Areas and the importance that the respondents had placed both as to the perceptions of present reality and the way things should be. As could be seen in the chart, the personal opinions about the way things should be generally tend to be towards higher importance than about the present state of things. Peterson and Uhl (1977) also observed this phenomenon. In this study, for example, all but three goal areas under "Should Be" category were rated 3.5 and above while only four goal areas were 3.5 and above under "Is" category. Individuals always seem to expect more than what is being done at the institution.

Discrepancies For CCGI

Discrepancies which are the differences between the real and ideal means are prioritized in Table 3. The highest discrepancy (0.93) was found in the area of College Community which describes the climate of

TABLE 3

CCGI GOAL AREA MEAN SCORES AND DISCREPANCIES

	GOAL AREA	DISCREPANCY	"IS"	"SHOULD BE"
1.	College Community	+.93	3.18	4.11
2.	Intellectual Orientation	+.81	3.27	4.08
3.	Humanism/Altruism	+.81	2.84	3.65
4.	Personal Development	+.72	2.84	4.00
5.	Faculty/Staff Development	+.68	3.17	3.85
6.	Effective Management	+.67	3.31	3.98
7.	Counseling/Advising	+.65	3.36	4.01
8.	Intellectual Environment	+.64	3.17	3.81
9.	Developmental/Remedial Preparation	+.63	3.53	4.16
10.	Accountability	+.62	3.30	3.92
11.	General Education	+.58	3.70	4.28
12.	Innovation	+.58	3.06	3.64
13.	Vocational/Technical Preparation	+.53	3.91	4.44
14.	Social Criticism	+.52	2.73	3.25
15.	Community Services	+.47	3.28	3.75
16.	Cultural/Aesthetic Awareness	+.46	2.68	3.14
17.	Student Services	+.45	3.21	3.66
18.	Lifelong Learning	+.43	3.54	3.97
19.	Freedom	+.33	3.07	3.40
20.	Accessibility	+.33	3.41	3.74

the institution. This goal area also represents the faculty and staff commitment to the goals of the college along with open communications and mutual trust among the college constituents. Concern for this area is not unusual as community colleges and university constituents have traditionally wanted improvement in the area of communication (Martin, 1969: Peterson and Uhl, 1977). The next highest discrepancy (0.81) was observed in Intellectual Orientation (attitude about learning and intellectual work) and Humanism/Altruism (respect for diverse cultures) goal areas. The respondents would like the college move more towards research and problem solving as well as an understanding of moral issues and concern about the general welfare of the community. Personal Development (students' personal goal achievement) and Faculty/Staff Development had 0.72 and 0.68 discrepancies respectively. These differences between the real and ideal situations indicate suggestions for improvement. The least discrepancy (0.33) was that of Accessibility, which suggests least disagreement between the two situations.

Local Optional Goals

In an effort to refine the recently introduced strategic planning process, Dundalk Community College asked the constituents to rate the 20 local goals along with the general goal areas. These local goals were developed on the basis of the unique characteristics of the institution and the community it serves. Table 4 provides local goal area summaries which are rank ordered by "Is" and "Should Be" Means for the total group. As you can see in the table, the goal of providing well-prepared workers to area employers was ranked at the top for both "Is" and "Should Be". The respondents presently perceive that the goal of providing the environment to attract, retain , and motivate faculty and staff as Rank No.16. However, they felt that this goal should be at the top along with the goal of providing well-prepared workers to area employers. It is interesting to note that

TABLE 4

LOCAL GOAL PRIORITIES FOR "IS" AND "SHOULD BE" ON MEAN SCORES

PRIORITY NUMBER	GOALS "IS"	MEANS	PRIORITY NUMBER	GOALS "SHOULD BE"	MEANS
1.	Provide well-prepared workers to area employers (4)	3.71	1.	Provide well-prepared workers to area employers (4)	4.26
2.	Provide training and support services to area industry personnel (8)	3.69	1.	Provide environment to attract, retain and motivate faculty and staff (9)	4.26
3.	Provide personal, career, and educational counseling for students (17)	3.65	2.	Work with area high schools (15)	4.21
3.	Provide broad range of continuing education programs (5)	3.65	2.	Obtain resources to support all programs and activities (12)	4.21
4.	Provide educational opportunities to area residents (1)	3.63	3.	Evaluate faculty and staff performance regularly (18)	4.20
5.	Facilitate students' completion of courses and programs (10)	3.62	4.	Offer high quality university-parallel courses & transfer programs (3)	4.18
6.	Obtain resources to support all programs and activities (12)	3.61	5.	Provide training and support services to area industry personnel (8)	4.17
7.	Provide a comprehensive financial aid program for students (19)	3.60	6.	Provide broad range of continuing education programs (5)	4.16
7.	Provide guidance and counseling to students in remedying educational deficiencies (11)	3.60	7.	Obtain maximum return for resources through planning, management, and evaluation systems (14)	4.14
8.	Evaluate faculty and staff performance regularly (18)	3.58	8.	Provide broad programs of student development & educational services (2)	4.11
9.	Obtain maximum return for resources through planning, management, and evaluation systems (14)	3.56	8.	Facilitate students' completion of courses and programs (10)	4.11
10.	Provide educational programs for students with special needs (16)	3.54	9.	Provide guidance and counseling to students in remedying educational deficiencies (11)	4.10
11.	Develop wide public and governmental understanding of the college goals and programs (13)	3.52	9.	Provide personal, career, & educational counseling for students (17)	4.10
12.	Work with area high schools (15)	3.46	10.	Provide educational opportunities to area residents (1)	4.07
13.	Provide broad programs of student development & educational services (2)	3.44	11.	Provide a comprehensive financial aid program for students (19)	4.03
14.	Expand cultural enrichment activities for area residents (20)	3.43	12.	Develop wide public and governmental understanding of the college goals and programs (13)	4.00
15.	Offer broad spectrum of advocational courses to meet the identified needs (6)	3.41	13.	Provide educational programs for students with special needs (16)	3.92
15.	Offer high quality university-parallel courses & transfer programs (3)	3.41	14.	Offer broad spectrum of advocational courses to meet the identified needs (6)	3.76
15.	Make available college facilities to support educational, occupational, and community interests (7)	3.41	15.	Make available college facilities to support educational, occupational, and community interests (7)	3.75
16.	Provide environment to attract, retain and motivate faculty and staff (9)	3.35	16.	Expand cultural enrichment activities for area residents (20)	3.58

Note: Numbers in parenthesis refer to items listed in Appendix B (Local Optional Goals).

nearly all faculty and administrators felt this way while three-fourths of community and Business/Industry respondents and two-thirds of the students exhibited this perception.

The respondents perceived that the goal of Working with Area High Schools was a low priority (#12) by the College at present, but they wanted this goal to be Priority No.2. Also, the respondents felt that the goal of obtaining resources to support all program and activities should be under this priority. The latter goal was placed Priority No.6 under "Is".

The goal of evaluating faculty and staff performance regularly should be Priority No. 3 according to the respondents. Under the present situation, they perceived this goal had the priority ranking of 8.

The respondents wanted the goal of offering high quality university-parallel courses and transfer programs to be Priority No.4 while this goal was perceived to be Priority No.15 at present at the College. Almost 9 out of 10 faculty, administrators, and community members wanted this to be high priority while 7 out of 10 students and Business/Industry respondents wanted it this way.

The goal of providing training and support services to area industry personnel was given Priority No.2 under "Is" category while the respondents wanted it to be Priority No.5 under "Should Be" category.

Discrepancies For Local Goals

The differences between the real and ideal Means for the local College Goals are shown in Table 5. As can be seen, the highest discrepancy (0.91) exists in the area of providing a working environment and incentives to attract, retain and motivate faculty and staff. Every sub-group feels that this should be a priority. The second highest discrepancy (0.77) was seen in the goal area of offering high quality university-parallel courses. All respondents feel that high quality university-parallel courses should be of top importance. There is a wide disagreement between the real and the ideal situation with respect to the goal of working with area

TABLE 5

LOCAL GOAL AREA MEAN SCORES AND DISCREPANCIES

GOALS	DISCREPANCY	"IS"	"SHOULD BE"
1. To provide the environment to attract, develop, retain and motivate faculty and staff. (9)	+.91	3.35	4.26
2. To offer high quality university-parallel courses and transfer programs. (3)	+.77	3.41	4.18
3. To work with area high schools. (15)	+.75	3.46	4.21
4. To provide broad programs of student development and educational services. (2)	+.67	3.44	4.11
5. To evaluate faculty and staff performance regularly. (18)	+.62	3.58	4.20
6. To obtain resources to support all programs and activities. (12)	+.60	3.61	4.21
7. To obtain maximum educational return for resources through planning, management, and evaluation systems. (14)	+.58	3.56	4.14
8. To provide area employers well-prepared workers. (4)	+.55	3.71	4.26
9. To provide broad range of continuing education programs. (5)	+.51	3.65	4.16
10. To provide appropriate guidance and counseling to students and to assist students in remedying educational deficiencies. (11)	+.50	3.60	4.10
11. To facilitate students' completion of courses and programs. (10)	+.49	3.62	4.11
12. To provide training and supportive services to area industry personnel. (8)	+.48	3.69	4.17
13. To develop wide public and governmental understanding of the College goals and programs. (13)	+.48	3.52	4.00
14. To provide personal, career, and educational counseling for students. (17)	+.45	3.65	4.10
15. To provide area residents educational opportunities to optimize their success and satisfaction. (1)	+.44	3.63	4.07
16. To provide a comprehensive financial aid program for students. (19)	+.43	3.60	4.03
17. To provide educational programs for students with special needs. (16)	+.38	3.54	3.92
18. To offer broad spectrum of advocational courses to meet the identified needs. (6)	+.35	3.41	3.76
19. To make available college facilities to support educational, occupational, and community interests. (7)	+.34	3.41	3.75
20. To expand cultural enrichment opportunities (theatre, dance, arts, etc.) for area residents. (20)	+.15	3.43	3.58

Note: Numbers in parenthesis refer to items listed in Appendix B (Local Optional Goals).

high schools. The discrepancy is 0.75. The respondents feel that high importance should be placed on this goal. The least discrepancy (0.15) was observed with the goal of expanding cultural enrichment opportunities. This means that this goal is being achieved and the respondents had no wide disagreement with respect to real and ideal situations.

Further Analysis of Local Goals

In an effort to assist the College in refining its strategic planning goals, each local goal was analysed in detail. Each table contains percentage figures for both "Is" and "Should Be" categories. Further, the responses to Low to Medium Importance as well as High to Extremely High Importance were respectively combined for easy interpretation for both categories. Sub-group responses are discussed where warranted. In some cases, the total does not add up to 100 percent due to non response of some sub-groups. Each local goal is discussed in the order it appears in Appendix B.

1. To provide area residents educational opportunities to optimize their success and satisfaction.

Just over half of the respondents rated the goal of the College providing educational opportunities to area residents of high to extremely high importance under "Is" category while 71 percent gave this rating under "Should Be" category (Table 6). Faculty rating for both categories is the highest of all the groups. The rating of the community as to the present offerings is lower than any other group with 38 percent saying high to extremely high importance. Three-quarters of this group feel that educational offerings should be high to extremely high importance.

2. To provide broad programs of student development and educational services.

Only 42 percent of the respondents gave high to extremely high importance rating to the goal that the College is presently providing broad programs of student development and educational services (Table 7). Among the sub-groups, students rated the lowest with 34 percent while the community gave 57 percent of rating. There was no difference in the ratings among administrators, faculty and students.

Three-quarters of the respondents feel that this goal should have higher importance.

TABLE 6

LOCAL GOAL #1

To provide area residents educational opportunities to optimize their success and satisfaction.

(PERCENTAGES)

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
32	68	Administrators	88	12
22	76	Faculty	90	6
45	41	Students	58	28
47	38	Community	75	16
24	41	Business/Industry	66	10
37	51	TOTAL	71	20

TABLE 7

LOCAL GOAL #2

To provide broad programs of student development and educational services.

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
56	40	Administrators	84	16
52	46	Faculty	76	24
52	34	Students	73	15
31	57	Community	81	9
20	52	Business/Industry	66	21
46	42	TOTAL	75	17

3. To offer high quality university-parallel courses and transfer programs.

Less than half of the respondents perceived the goal of offering high quality university-parallel courses and transfer programs as being of high to extremely high importance at present at the College (Table 8). Eighty percent of the total group perceived this goal should be of high to extremely high importance at the College. Almost all sub-groups wanted this goal to be of high priority.

4. To provide area employers well-prepared workers.

Fifty-six percent of the respondents perceived the goal of providing well-prepared workers as being currently considered of high importance at DCC (Table 9). However, more than 81 percent of the respondents felt that this goal should be of high importance at the College. All administrators and nearly 9 out of 10 faculty and community members felt this way.

TABLE 8

LOCAL GOAL #3

To offer high quality university-parallel courses and transfer programs.

(PERCENTAGES)

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
68	28	Administrators	92	4
56	42	Faculty	88	12
49	38	Students	72	14
28	60	Community	88	3
31	62	Business/Industry	72	14
47	42	TOTAL	80	11

TABLE 9

LOCAL GOAL #4

To provide area employers well-prepared workers.

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
20	80	Administrators	100	0
38	52	Faculty	92	8
36	51	Students	72	16
38	60	Community	88	3
31	41	Business/Industry	72	14
33	56	TOTAL	81	11

5. To provide broad range of continuing education programs.

Over one-half of those surveyed (54%) perceived the goal of providing a broad range of continuing education as being currently emphasized as high to extremely important at DCC (Table 10). Three-quarters (78%) of the respondents felt this goal should have a higher importance at the College.

Among the sub-groups, the administrators, faculty and community respondents were similar in their "Should Be" perceptions while the business/industrial group showed the smallest percentage (65%) for the extreme high category.

6. To offer broad spectrum of advocational courses to meet the identified needs.

Only 40 percent of the respondents felt the goal of providing advocational courses "Is" currently being emphasized at the College in the high to extremely high rating (Table 11). However, 59 percent feel this goal should be emphasized more.

No appreciable differences seemed to exist among the sub-groups for the "Should Be" category high rating.

It appears that the word "advocational" was a misprint. This should have been "vocational". Hence the responses to this goal should be discarded.

TABLE 10

LOCAL GOAL #5

To provide broad range of continuing education programs.

(PERCENTAGES)

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
24	76	Administrators	96	4
38	52	Faculty	86	14
39	49	Students	71	14
28	57	Community	82	6
34	41	Business/Industry	65	21
35	54	TOTAL	78	13

TABLE 11

LOCAL GOAL #6

To offer broad spectrum of advocational courses to meet the identified needs.

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
44	52	Administrators	60	36
54	42	Faculty	62	34
50	36	Students	61	21
37	47	Community	53	31
45	31	Business/Industry	48	38
47	40	TOTAL	59	29

7. To make available college facilities to support educational, occupational, and community interests.

A small percentage (42%) of the respondents perceived the goal of supporting various interest groups with college facilities as being high to extremely high importance at the present time (Table 12). Under "Should Be" category, the group percentage was 57 percent with the lowest being again business/industry group.

8. To provide training and supportive services to area industry personnel.

Over half of the respondents for both "Is" and "Should Be" perceived the goal of providing training and supportive services to industry as being of high importance (Table 13). Among the sub-groups, 92 percent of the administrators felt this goal should be emphasized more, followed by the faculty and then community. It is interesting to note that the smallest percentage of response for high importance came from the business/industrial group for both "Is" and "Should Be" categories.

TABLE 12

LOCAL GOAL # 7

To make available college facilities to support educational, occupational, and community interests.

(PERCENTAGES)

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
48	52	Administrators	52	48
42	58	Faculty	56	32
51	34	Students	58	26
38	50	Community	56	34
48	28	Business/Industry	48	34
46	42	TOTAL	57	32

TABLE 13

LOCAL GOAL # 8

To provide training and supportive services to area industry personnel.

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
24	76	Administrators	92	8
24	74	Faculty	86	14
40	46	Students	64	22
22	66	Community	85	6
52	24	Business/Industry	42	59
34	56	TOTAL	63	18

9. To provide the environment to attract, develop, retain, and motivate faculty and staff.

Only 39 percent of the total group felt the goal of providing incentives to attract, retain and motivate faculty and staff was presently being highly emphasized at the College (Table 14). More than twice the number of respondents felt that this goal should be of higher importance. All the administrators responded that this goal should be of the highest importance followed by the faculty (96%). The group with the smallest percentage was the students with 69% saying that this goal should be of high importance at the College.

10. To facilitate students' completion of courses and programs.

Less than half (48%) of the constituents felt the goal of providing students with the opportunity to complete the pre-requisite courses was being emphasized at present (Table 15). Yet more than three-quarters (76%) of these individuals felt this goal should be attended to.

The sub-groups with the highest percentage response rate for the "Should Be" category came from the administrators and faculty, while the lowest response to this category came from the student sub-group.

TABLE 14

LOCAL GOAL #9

To provide the environment to attract, develop, retain, and motivate faculty and staff.

(PERCENTAGES)

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
60	40	Administrators	100	0
24	38	Faculty	96	4
49	39	Students	69	18
41	43	Community	75	13
41	35	Business/Industry	76	10
49	39	TOTAL	79	11

TABLE 15

LOCAL GOAL #10

To facilitate students' completion of courses and programs.

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
40	60	Administrators	92	8
52	48	Faculty	88	10
41	48	Students	68	19
28	54	Community	75	9
38	37	Business/Industry	76	10
41	48	TOTAL	76	14

11. To provide appropriate guidance and counseling to students and to assist students in remedying educational deficiencies.

One-half of those surveyed felt the goal of providing appropriate guidance and counseling as being highly important at the present time (Table 16). However, nearly three-quarters of the respondents felt that this goal should be of high importance. All of the administrators perceived this goal to be of extreme importance followed by the faculty (84%). Ironically, the sub-group with the lowest percentage response rate (63%) came from the students for whom this goal was intended. The community and business/industry sub-groups were identical (69% each) in their "Should Be" responses.

12. To obtain resources to support all programs and activities.

A little more than half (53%) of the total group rated the goal of obtaining resources necessary to support the College's programs as being emphasized in the high to extremely high category (Table 17). However, a high percentage (80%) felt that this goal should be emphasized more at the College with 100% of the administrators responding in the high to extremely high rating. Faculty were close behind the administrators in their responses with little differences noted in the other sub-groups.

TABLE 16

LOCAL GOAL #11

To provide appropriate guidance and counseling to students and to assist students in remedying educational deficiencies.

(PERCENTAGES)

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
33	60	Administrators	100	0
40	50	Faculty	84	16
41	44	Students	63	24
31	56	Community	69	22
48	27	Business/Industry	69	17
40	50	TOTAL	73	19

TABLE 17

LOCAL GOAL #12

To obtain resources to support all program and activities.

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
36	64	Administrators	100	0
38	58	Faculty	96	4
44	43	Students	70	17
16	69	Community	78	9
27	48	Business/Industry	69	17
36	53	TOTAL	80	11

13. To develop wide public and governmental understanding of the College goals and programs.

Only 47 percent of the total group surveyed felt the goal of developing public support for the College's goals was extremely important as it is currently being emphasized at the College (Table 18). Sixty percent of the group felt that this goal should be of high importance.

The group showing the highest response (96%) for "Should Be" category was the administrators followed by faculty (92%). The lowest response rate came from the business/industry group.

14. To obtain maximum educational return for resources through planning, management, and evaluation systems.

Less than half of the respondents felt that educational returns were being maximized by proper planning at the College (Table 19). However, 75 percent of these individuals felt this goal should be of extreme importance.

The group responding with the highest percentage in favor of this goal to be of high importance was the administrators and then the faculty. The three other sub-groups were almost similar in their perceptions under "Should Be" category.

TABLE 18

LOCAL GOAL #13

To develop wide public and governmental understanding of the College goals and programs.

(PERCENTAGES)

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
44	56	Administrators	96	4
36	60	Faculty	92	8
48	38	Students	60	24
21	63	Community	72	16
41	35	Business/Industry	48	37
40	47	TOTAL	60	19

TABLE 19

LOCAL GOAL #14

To obtain maximum educational return for resources through planning, management, and evaluation systems.

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
32	64	Administrators	92	4
42	58	Faculty	88	12
49	37	Students	66	20
28	60	Community	75	13
31	45	Business/Industry	73	14
40	48	TOTAL	75	14

15. To work with area high schools.

Again, less than half (45%) of the total group felt the goal of working with area high schools was currently being emphasized as of high importance at the College (Table 20). More than three-fourths of the respondents felt that this goal should be considered of high importance.

A higher percentage (96%) of administrators followed by community (88%) and faculty (84%) perceived this goal to be of extremely high importance. The least concerned sub-group was the students with a 67 percent according to the survey.

16. To provide educational programs for students with special needs.

Only 45 percent of those surveyed regarding the goal of providing educational programs for students with special needs perceived this as being currently implemented at the College with high importance (Table 21). The busiress/industry group showed the smallest percentage (41%) of response to the high importance of this goal in the "Should Be" category. There were little differences among the other four sub-groups.

TABLE 20

LOCAL GOAL #15

To work with area high schools.

(PERCENTAGES)

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
36	64	Administrators	96	4
54	46	Faculty	84	16
44	40	Students	67	19
34	53	Community	88	3
48	20	Business/Industry	76	10
44	45	TOTAL	77	14

TABLE 21

LOCAL GOAL #16

To provide educational programs for students with special needs.

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
44	56	Administrators	72	28
50	50	Faculty	76	24
46	43	Students	66	21
34	50	Community	69	19
45	31	Business/Industry	41	45
45	45	TOTAL	67	25

17. To provide personal, career, and educational counseling for students.

Fifty-three percent of the constituents perceived the goal of providing personal, career and educational counseling to students to be of high importance at present (Table 22). Seventy-five percent felt this goal should be highly emphasized with the highest percentage found among the administrators (92%).

18. To evaluate faculty and staff performance regularly.

Less than half (47%) of the respondents perceived the goal of evaluating the work performance of faculty and staff as being considered of high importance currently at the College (Table 23). However, more than three-quarters (78%) of the group felt this should be a high priority. Most of the administrators (96%) rated this goal to be of extremely high importance followed by the faculty (82%).

TABLE

LOCAL GOAL # 17

To provide personal, career, and educational counseling for students.
(PERCENTAGES)

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
28	72	Administrators	92	8
38	62	Faculty	80	20
34	51	Students	71	17
37	50	Community	76	12
38	37	Business/Industry	65	21
35	53	TOTAL	75	16

TABLE 23

LOCAL GOAL # 18

To evaluate faculty and staff perfromance regularly.

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
56	44	Administrators	96	4
34	64	Faculty	82	26
41	43	Students	77	11
43	43	Community	78	13
34	41	Business/Industry	79	6
41	47	TOTAL	78	13

19. To provide a comprehensive financial aid program for students.

Only 48 percent perceived the goal of providing comprehensive financial aid to students as being currently implemented with high importance at the College (Table 24). A total of 68 percent felt this goal should be highly emphasized. Eighty-four percent of the administrators and 80 percent of the faculty indicated this goal should be given a high priority.

20. To expand cultural enrichment opportunities (theatre, dance, arts, etc.) for area residents.

Based on the percentage responses, only 42 percent of the constituents perceived the goal of expanding cultural enrichment opportunities as being given high importance (Table 25). Just over half (51%) felt this goal should be emphasized, with the highest responding group being the administrators (76%) and the lowest responding group the business/industry (41%).

TABLE 24

LOCAL GOAL #19

To provide a comprehensive financial aid program for students.

(PERCENTAGES)

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
36	64	Administrators	84	12
38	62	Faculty	80	20
43	42	Students	67	19
40	47	Community	65	25
35	41	Business/Industry	41	44
40	48	TOTAL	68	23

TABLE 25

LOCAL GOAL #20

To expand cultural enrichment opportunities (theatre, dance, arts, etc.) for area residents.

IS		GROUP	SHOULD BE	
Low to Med. Importance	High to Ext.High Importance		High to Ext.High Importance	Low to Med. Importance
40	60	Administrators	76	24
50	48	Faculty	58	38
48	36	Students	43	39
28	59	Community	56	34
51	24	Business/Industry	41	41
45	42	TOTAL	51	37

Local Goals Summary

As can be seen from Table 26, all the groups' "Is" perceptions for the local goals had smaller percentages in the high to extremely high importance category than the "Should Be" category. This suggests that the respondents feel more "Should Be" done than is currently being done for each local goal area. Another observation was that the administrators for the most part responded more as a group with higher rating for the local goals than did the other four sub-groups. By looking at 75 percent rating level for all groups under "Should Be" category, it was found that 11 out of the 20 goals were considered as high to extremely high importance at the College.

The top three "Should Be" priorities were found in goals 4, 3 and 12 respectively. The goal of providing area employers well-prepared workers was rated with 81 percent. This was followed by two goals with 80 percent each. These two goals refer to the offering of high quality university-parallel courses and the obtaining of resources necessary to support the programs and activities of the College.

TABLE 26

LOCAL GOALS SUMMARY *

PRIORITY NO.	GOALS *	PERCENT HIGH TO EXTREMELY HIGH IMPORTANCE "IS"	PERCENT HIGH TO EXTREMELY HIGH IMPORTANCE "SHOULD BE"	GROUP BASED ON HIGHEST RESPONSE RATE
1.	To provide area employers well-prepared workers. (4)	56	81	Admn. (100%)
2.	To offer high quality university-parallel courses and transfer programs. (3)	42	80	Admn. (92%)
3.	To obtain resources to support all programs and activities. (12)	53	80	Admn. (100%)
4.	To provide the environment to attract, retain, and motivate faculty and staff. (9)	39	79	Admn. (100%)
5.	To provide broad range of continuing education programs. (5)	54	78	Admn. (96%)
6.	To evaluate faculty and staff performance regularly. (18)	47	78	Admn. (96%)
7.	To work with area high schools (15)	45	77	Admn. (96%)
8.	To facilitate students' completion of courses and programs. (10)	48	76	Admn. (92%)
9.	To provide broad programs of student development and educational services. (2)	42	75	Admn. (84%)
10.	To obtain maximum educational return for resources through planning, management, and evaluation systems. (14)	48	75	Admn. (92%).
11.	To provide personal, career, and educational counseling for students. (17)	53	75	Admn. (92%)
12.	To provide appropriate guidance and counseling to students and to assist students in remedying educational deficiencies. (11)	50	73	Admn. (100%)
13.	To provide area residents educational opportunities to optimize their success and satisfaction. (1)	51	71	Fac. (90%)
14.	To provide a comprehensive financial aid program for students. (19)	48	68	Admn. (84%)
15.	To provide educational programs for students with special needs. (16)	45	67	Admn. (72%)
16.	To provide training and supportive services to area industry personnel. (8)	56	63	Admn. (92%)
17.	To develop wide public and governmental understanding of the College goals and programs. (13)	47	60	Admn. (96%)
18.	To offer broad spectrum of advocational courses to meet the identified needs. (6)	40	59.	Fac. (62%)
19.	To make available college facilities to support educational, occupational, and community interests. (7)	42	57	St. (58%)
20.	To expand cultural enrichment opportunities (theatre,dance,arts,etc.) for area residents. (20)	42	51	Admn. (76%)

*Goals Prioritized based on "Should Be" responses.

**Numbers in parenthesis refer to Local Goal Numbers.

IMPLICATIONS

CCGI Goals

Among the 20 goals, the constituents identified Vocational/Technical and General Education as the top two goals that are important not only at present but also in the coming years. Lifelong Learning, Developmental/Remedial, and Accessibility goals have been placed third, fourth, and fifth respectively under the present situation. However, the participants feel that De velopmental/Remedial, College Community (bolstering faculty and staff commitment to College goals and open communication), and Intellectual Orientation should be the third, fourth and fifth priorities respectively in the future. Since community colleges in general and Dundalk Community College in particular have been established for Lifelong Learning (providing courses to community adults) and to be accessible (low cost) to the area residents, the participants felt that these goals need not be at the top. Accordingly, they were placed priority #9 (Lifelong Learning) and priority #10 (Accessibility).

As large numbers of adult workers, women, and unemployed enter the community college, many are underprepared. They need assistance in the strengthening of basic skills. This is reflected in the perceptions of the constituents. Similarly, faculty and staff commitment to college goals and intellectual orientation have been perceived to be more important than the other 15 goals in the coming years.

Local Goal Areas

Among the 20 college-selected goals, the goal of providing well-prepared workers to area employers has been placed at the top both under "Is" and "Should Be" categories. This reflects the basic mission of Dundalk Community College. The constituents felt that the goal of attracting, retaining and motivating faculty and

staff should be along with the above goal in the coming years.

The goal of providing training and support services to area industry personnel has been perceived to be priority #2 by the participants at the present. However, the constituents felt that the goal of working with area high schools should also be priority #2. In view of the high cost of attending 4-year institutions, many high school students prefer to attend area community colleges. It is appropriate that this goal has been stressed by the constituents as an important goal at Dundalk Community College in the coming years. In addition to this goal, they perceived that the College should obtain resources to support all programs and activities.

The goals of evaluating faculty and staff performance on a regular basis and offering high quality university-parallel courses and transfer programs were perceived to be the next important goals.

In view of many high school students selecting transfer programs at area community colleges, the importance of offering quality university-parallel courses is becoming apparent.

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APPENDIX A

Descriptions of the 20 Goal Areas in the Community College Goals Inventory

OUTCOME GOALS

General Education—has to do with acquisition of general knowledge, achievement of some level of basic competencies, preparation of students for further, more advanced work, and the acquisition of skills and knowledge to live effectively in society. (1,4,6,9,)*

Intellectual Orientation—relates to an *attitude* about learning and intellectual work. It means familiarity with research and problem solving methods, the desire and ability for self-directed learning, the ability to synthesize knowledge from many sources, and an openness to new ideas and ways of thinking. (2,5,7,10)

Lifelong Learning—means providing courses to community adults so they can pursue a variety of interests, instilling in students a commitment to a lifetime of learning, providing learning opportunities to adults of all ages, and awarding degree credit for knowledge and skills acquired in nonschool settings. (3,8,11,13)

Cultural/Aesthetic Awareness—entails a heightened appreciation of a variety of art forms, encouraging study in the humanities and art beyond requirements, exposure to non-Western art and literature, and encouragement of student participation in artistic activities. (14,17,20,23)

Personal Development—means identification by students of personal goals and the development of ways of achieving them, enhancement of feelings of self-worth, self-confidence, and self-direction, and encouragement of open and honest relationships. (15,18,21,24)

Humanism/Altruism—reflects a respect for diverse cultures, a commitment to working for peace in the world, an understanding of the important moral issues of the time, and concern about the general welfare of the community. (16,19,22,25)

Vocational/Technical Preparation—means offering specific occupational curricula (such as accounting or air conditioning and refrigeration), programs geared to emerging career fields, opportunities for upgrading or updating present job skills, and retraining for new careers or new job skills.(26,30,36,38)

Developmental/Remedial Preparation—includes recognizing, assessing, and counseling students with basic skills needs, providing developmental programs that recognize different learning styles and rates, assuring that students in developmental programs achieve appropriate levels of competence, and evaluating basic skills programs. (27,31,32,41)

Community Services—is concerned with the college's relationship with the community: encouraging community use of college resources (meeting rooms, computer facilities, faculty skills), conducting community forums on topical issues, promoting cooperation among diverse community organizations to improve availability of services, and working with local government agencies, industry, unions, and other groups on community problems. (28,34,35,37)

Social Criticism—means providing critical evaluation of current values and practices, serving as a source of ideas to change social institutions, helping students learn how to bring about change in our institutions, and being engaged, as an institution, in working for needed changes in our society. (29,33,39,40)

PROCESS GOALS

Counseling and Advising—means providing career counseling services, personal counseling services, and academic advising services for students and providing a student job placement service. (44,47,50,51)

Student Services—means developing support services for students with special needs, providing comprehensive student activities program, providing comprehensive advice about financial aid sources, and making available health services that offer health maintenance, preventive medicine, and referral services. (42,45,48,52)

Faculty/Staff Development—entails commitment of college resources to provide opportunities and activities for professional development of faculty and staff, appropriate faculty evaluation to improve teaching, and flexible leave and sabbatical opportunities for faculty and staff. (43,46,49,53)

Intellectual Environment—means a rich program of cultural events, a college climate that encourages student free-time involvement in intellectual and cultural activities, and one in which students and faculty can easily interact informally, and a college that has a reputation in the community as an intellectually exciting place. (54,57,60,63)

Innovation—is defined as a climate in which continuous educational innovation is an accepted way of life. It means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance. (55,58,61,64)

College Community—is defined as fostering a climate in which there is faculty and staff commitment to the goals of the college, open and candid communication, open and amicable airing of differences, and mutual trust and respect among faculty, students, and administrators. (56,59,62,65)

Freedom—has to do with protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life-styles. (66,69,73,76)

Accessibility—means maintaining costs to students at a level that will not deny attendance because of financial need, offering programs that accommodate adults in the community, recruiting students who have been denied, have not valued, or have not been successful in formal education, and, with a policy of open admission, developing worthwhile educational experiences for all those admitted. (67,70,74,77)

Effective Management—means involving those with appropriate expertise in making decisions, achieving general consensus regarding fundamental college goals, being organized for systematic short- and long-range planning, and engaging in systematic *evaluation* of all college programs (68,72,75,78)

Accountability—is defined to include consideration of benefits in relation to costs in deciding among alternative programs, concern for the efficiency of college operations, accountability to funding sources for program effectiveness, and regular provision of evidence that the college is meeting its stated goals. (79,81,83,87)

*The numbers in parentheses are the four goal statements that make up each goal area

Miscellaneous goal statements not included in goal areas (12,71,80,82,84,85,86,88,89,90)

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APPENDIX B

LOCAL OPTIONAL GOALS
(CCGI ITEMS 91-110)

The College intends to accomplish its mission through devoting its resources to the achievement of the following institutional goals.

1. To provide area constituents within our service region, educational opportunities within a learning environment which will optimize their success and satisfaction.
2. To provide a broad program of student development and educational services which will, as a supplement to the academic programs, prepare students to a baccalaureate degree granting institution.
3. To offer a high quality university-parallel courses and transfer programs leading to the Associate of Arts and Science degree for those students transferring to a baccalaureate degree granting institution.
4. To provide area employers will-prepared workers who can perform successully in all occupational specialities which can competently be filled by persons who participate in or or two-year degree programs.
5. To provide the broad range of continuing education programs needed to enhance or upgrade employee skills in their occupations.
6. To offer and conduct a broad spectrum of advocational courses to meet identified needs.
7. To support occupational, educational and community interest groups by making facilities available for their activities.
8. To provide training and supportive services required by industry whether new, expanding, or existing, consistent with area manpower plans and regional economic development strategies.
9. To provide a working environment and incentives to attract, develop, retain and motivate a faculty and staff capable of contributing to the achievement of institutional mission and goals.
10. To facilitate the entry into, and successful completion of regular curriculum programs by providing students the opportunities to complete prerequisite courses and programs.
11. To provide appropriate guidance and counseling to meet identified needs and to assist students by remedying educational deficiencies which would otherwise inhibit program entry or completion.
12. To obtain the resources necessary to properly support all programs and activities of the College.
13. To develop wide public and governmental understanding in support of the College goals and programs.
14. To obtain the maximum educational return for resources made available by developing appropriate planning, management, and evaluations systems to support college operations.
15. To work with area high schools in providing career/educational/occupational information.
16. To provide educational programs for students with special needs.
17. To provide personal, career, and educational counseling for students.
18. To evaluate the work performance of faculty and staff on a regular basis.
19. To provide a comprehensive financial aid program for students.
20. To expand cultural enrichment opportunities (theatre, dance, the arts) for area constituents.

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